# Psychology 493

# Fairness In The Workplace: A Psychological Perspective

# Spring 2022

Dr. Ann Marie Ryan

333 Psychology Bldg; ryanan@msu.edu

**Class meets Mon and Wed 12:40-2:00pm in 305 Bessey Hall.**

**From Jan 10- Jan 26: class will meet on Zoom:** [**https://msu.zoom.us/j/96166630984**](https://msu.zoom.us/j/96166630984) **Meeting ID: 961 6663 0984; Passcode: fairness One tap mobile +16468769923,,96166630984# US (New York) +13017158592,,96166630984# US (Washington DC)**

**Course website** available on D2L

**Virtual Office hours:** Mondays 2:30-3; <https://msu.zoom.us/j/94180600526>; Meeting ID: 941 8060 0526; Passcode: officehour

Office phone number: 517-353-8855 (note you cannot text a landline); however, email is always best means of communication

## Course description:

This course will provide an examination of psychological research that can inform how to design fair and effective workplaces from the perspective of organizational psychology.

The course has been designed in a blended fashion with synchronous and asynchronous elements. Synchronous time (when we are in person or on Zoom for the first 3 weeks) is primarily for group activities and guest speakers, as well as for Q&A type of sessions. Asynchronous elements include readings, discussion posts, and videos of mini-lectures. Many learning activities are designed to work in groups but there are a few you complete individually. In general, the course has been designed to provide variety in what you do and how information is presented, and to provide some flexibility in assessing your learning.

## Overall Course Objectives:

1. To define what makes a fair workplace
2. To evaluate that definition in various workplace employment decision contexts (e.g., selection, pay, layoffs, policies)
3. To evaluate individual and contextual factors that influence perceptions of fairness at work
4. To determine how to alter workplace environments to positively influence fairness perceptions
5. To specify the effects of unfairness on individuals and organizations
6. To evaluate systematic and individual means of addressing unfairness
7. To critically review empirical research on fairness and justice in the workplace
8. To hone skills in writing in the discipline of Psychology

**Course Materials:**

All readings and assignment instructions are available on D2L. There is no textbook purchase required. It is expected that you will complete readings and provide reflective discussion posts so you come to class sessions prepared to discuss them. Some readings will be the basis of reading summary assignments; others may be connected to learning activities that are also graded. Thus, preparation is important to your learning and full engagement.

If a link does not work on D2L, you should access the reading through free library database resources by looking up the reference using the full reference list that is provided at the end of this syllabus. You should also send me an email and letting me know about the broken link. That is, there is no excuse for not doing a reading.

The aim of all in class and outside assignments (learning activities, posts, reflections) is for you to think more deeply about a specific justice issue. The aim of the literature review is to allow you to do a more in-depth examination of topics of interest to you while developing your critical thinking, research and writing skills. This course is designated as a Tier II writing course which means that we focus on writing within the discipline of Psychology. Thus, a portion of class time is devoted to how to effectively write a literature review within the field of Psychology.

Note that in addition to graded items, there are occasional short exercises, surveys, quizzes, videos and other materials that are meant to facilitate your learning.

## Assessments of Learning Total 600 points

Major assignment

Literature review 100

 Annotated bibliography 10

 Outline 10

Class preparation

Discussion posts (5 points each; 9 opportunities; must do 8) 40

Reading summaries (10 points each; 22 opportunities; must do 15) 150

In class activities

Learning activities (12 points each; 17 opportunities; must do 15) 180

Policy application (in class group work) 30

Infographic (in class group work) 20

Quizzes (3 @ 20 points each; individual or group) 60

There are no extra credit opportunities. There are multiple means of assessment in the course that provide you with the chance to demonstrate your capabilities. There is also flexibility to accommodate schedules and emergencies (e.g., there are opportunities to drop the lowest grades so **if you miss an activity that counts as one of your drops**).

Grades are posted on D2L; please be sure to alert me of any concerns within one week of posting. Information on grading (i.e., rubrics or points assignments) are available are D2L under the syllabus and instructions tab. As this course has a variety of graded activities, there may be times in the semester when grading takes longer than a week; please be patient.

All assignments will be turned in through drop boxes on D2L. While we are remote, I will make assignments are typically due at 11:59PM on the day of class to allow you the time to work on things on your own. Once we switch back to in person, things typically are due BEFORE CLASS (i.e., by 11AM so I may review). This is so that we can discuss them in class. If an assignment will not be covered in class, you may have until 11:59 to complete it. **All due dates are clearly indicated in D2L – please keep track of them so you do not fall behind.** I am empathetic to the challenges individuals have; if you feel you will be late on an assignment because of some struggles, please email me and we may be able to work out an alternative due date. My suggestion is you **use the checklists** provided on D2L with each topic to keep you on track with what you need to do by when. The “roadmap” at the end of this syllabus and on D2L is an ideal way to track as well. It will be clear what you need to do before we have a class meeting and what can be done either during class time or afterward.

### Grade cutoffs:

540 points and above 4.0

510-539 points 3.5

480-509 3.0

450-479 2.5

420-449 2.0

390-419 1.5

360-389 1.0

Below 360 0.0

**Class Roadmap (subject to change)**

An in-depth schedule for class is provided on D2L as a separate file, as well as at the end of this syllabus. I would strongly suggest you **print the schedule or integrate its contents into your planner/calendar now**. It tells you the critical things you need to do inside and outside of class sessions. Each topic also has a checklist to help you track activity completion as well. Full references for readings are at the end of the syllabus

**Academic Integrity**

Please refer to the [General Student Regulations](http://splife.studentlife.msu.edu/regulations/general-student-regulations) 1.0, Protection of Scholarship and Grades; the [all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations](https://ombud.msu.edu/academic-integrity/). See [Spartan Life Online](http://splife.studentlife.msu.edu/) (splife.studentlife.msu.edu) and/or the [MSU Web site](http://www.msu.edu/) (msu.edu) and <https://ombud.msu.edu/academic-integrity/index.html#integrity> for details on academic integrity and your rights and responsibilities. Specific to this course, a penalty grade of 0 points is given on any assignment where an individual claims or submits work of another as one’s own (including plagiarism of whole or part of another’s work), completes or attempts to complete in-class work for someone not in attendance, or in any way misrepresents one’s completion of assignments or in-class work. Please review the Spartan Code of Honor <https://acadgov.msu.edu/sites/default/files/content/SpartanCodeofHonor.pdf>

Note that there are assignments where you work in a group and it is acceptable for those in the group to turn in the same material as you worked on it together. These opportunities will be clearly labelled; other activities are meant to be an individual activity, that should be your own individual work.

**Attendance and Participation**

[University Attendance Policy](https://ombud.msu.edu/classroom-policies/) (in part): Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.

This is an upper- level class so the expectation is not just that you will attend when we do meet but that you will ***participate***. In most class sessions we will be working together on activities or having a guest speaker. Speakers are taking time to meet and interact with you, so having attendance on dates where we have speakers reflects on your professionalism.

**If you miss a class that involves an activity, you will have to count those as your dropped grades unless it is a university excused absence**.

Grief absence information is available at <http://splife.studentlife.msu.edu/regulations/selected/grief-absence-policy>.

If you will miss a class session or an assignment because of a religious observance, please let me know in advance.

**Instructor Availability and Communication**

While I do have set office hours online, I am available to meet with students at other times by appointment. For office hours we will use a waiting room format on Zoom where you will have to wait until the student ahead of you has finished. I check my email regularly and try to respond in a timely manner; however, I will not answer after 9PM so send any questions about assignments that are due before that time. Check your D2L account and university email regularly for information and updates.

**Technology**

**We often access online materials during class for activities, so you do need to have a laptop or tablet with you – just a phone is not going to suffice**. You are allowed to maintain a cellular device in silent mode to receive emergency notifications. However, when you are interacting with others or listening to me or a speaker, it is a good idea to get away from your phone if you are going to be constantly interrupted by texts or other notifications. Students often think there is no problem with just checking texts but to everyone else it is clear you are inattentive – it isn’t successful multitasking but rudeness. **Consider it a personal challenge to see if you can actually not look at your phone during class time.** No matter what you think, research has consistently shown how disruptive electronic interruptions are to our concentration and to our social relationships (I’d be happy to share many references with you, or perhaps you can bring some of that research into your class paper!) So get in the habit of turning on site-blocking browser add-ins and/or shutting off your phone completely during class. Or force yourself with a blocker (e.g., you can block Facebook/Instagram/Snapchat during class). See <https://freedom.to/blog/8-website-blockers-for-studying-productivity-focus/> or <https://zapier.com/blog/stay-focused-avoid-distractions/> for suggestions. Do yourself a favor and make this a more focused semester! Finally, I reserve the right to call you out during a session if your inattention is disruptive to me or others.

If you need technical assistance at any time during the course or to report a problem you can:

* Visit the [Distance Learning Services Support Site](https://www.lib.msu.edu/dls/) (lib.msu.edu/dls)
* Visit the [Desire2Learn Help Site](http://help.d2l.msu.edu/) (help.d2l.msu.edu)
* Or call Distance Learning Services: (800) 500-1554 or (517) 355-2345

**Recording/photographing others**

As members of a learning community, you are expected to respect the intellectual property of others as well as the ability of others to discuss topics freely within the confines of the classroom. You are not allowed to record any activity yourself without the advance written permission of the instructor *and* any students whose voice or image is included in the recording. Posting a photo/video or other recording of anyone in the class to social media without their written consent is a violation of this policy, and may result in a penalty up to a 0.0 as a course grade, as well as other academic disciplinary sanctions as described by university policy. If there is a need for me to record an activity (e.g., the first few class sessions on Zoom), I will inform you that we are recording.

***Commercialization of materials***. Commercialization of any notes and materials from this course is not permitted.

***Civility*.** We may engage in discussions (both online and in class) of topics where individuals have different opinions. It is important for you to recognize distinctions between opinions and facts, but also to in all cases show courtesy and respect for others. Please refrain from using language that others might find offensive, and express disagreements and counterarguments in diplomatic and civil ways. Uncivil behavior may result in a 0.0 points for an activity, as well as further sanctions and restrictions based on MSU Code of Conduct.

Article 2.III.B.4 of [Student Rights and Responsibilities](http://splife.studentlife.msu.edu/student-rights-and-responsibilities-at-michigan-state-university/article-2-academic-rights-and-responsibilities) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." [General Student Regulation 5.02](http://splife.studentlife.msu.edu/regulations/general-student-regulations) states: "No student shall . . . obstruct, disrupt, or interfere with the functions, services, or directives of the University, its offices, or its employees (e.g., classes, social, cultural, and athletic events, computing services, registration, housing and food services, governance meetings, and hearings).” Students whose conduct adversely affects the learning environment may be subject to disciplinary action through the Student Judicial Affairs office.

***Accommodations*.** If you have a disability that will require accommodations, please contact me within the first week of class to privately discuss your needs. Materials I have created have been reviewed for accessibility and modified as much as possible as well as close captioned. If there are accessibility issues with external material that is linked through the MSU library, please contact the library. If there are other accessibility concerns you have please let me know.

***Emergency Procedures***. If an emergency occurs that would require cancellation of a class session, I will send a notification via D2L. Similarly, if a weather emergency or illness outbreak requires us to switch from in-person to online, I will notify you. In case of an emergency while in person in class, it is your responsibility to know the emergency procedures posted by the exit door and to understand evacuation, shelter-in-place, and other MSU directives.

***Limits to confidentiality***. Students should be aware that I am unable to maintain confidentiality when it conflicts with my responsibilities as a mandatory reporter within the university. That is, I must report to other University offices any information you share with me regarding (1) suspected child abuse/neglect, even if this happened when you were a child, (2) allegations of sexual assault or harassment involving MSU students, faculty or staff, and (3) credible threats of harm to oneself or others. These reports may trigger contact from a campus official; in almost all cases, it will be your decision if you wish to speak to that individual. If you would like to talk about any of the above in a setting that is confidential and not bound by mandatory reporting, please make an appointment with the MSU counseling services at [www.caps.msu](http://www.caps.msu).

***Technical support***. For questions about D2L contact <https://help.d2l.msu.edu/> or Local: (517) 432-6200 Toll-free: (844) 678-6200 (North America and Hawaii). For other technical difficulties (e.g., WiFi or power outages while we are meeting online), email me and let me know if this happens during a synchronous session and has disrupted your learning. Also, if you are in Michigan, here is a link to a map of free wifi hotspots <http://cngis.maps.arcgis.com/apps/webappviewer/index.html?id=0d69accbb5ff422a82eccc2c9101b69d>

**Mental Health**: Mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Counseling & Psychiatric Services (CAPS) website at [www.caps.msu.edu](http://www.caps.msu.edu/).

**Staying Home or Self-Isolating when Appropriate**: If you have been sick with COVID-19[symptoms](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html), tested positive for COVID-19, or have been potentially[exposed](https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html) to someone with COVID-19, follow CDC guidance regarding isolating, quarantining, etc… **I will make accommodations for those who must miss class due to COVID illness.**

**Cloth Face Coverings On Campus:**  As of the time of preparing this syllabus, face coverings must be worn by everyone (including all faculty, staff, students, vendors, and visitors) indoors while on property owned or governed by MSU and while participating in MSU-related or MSU-sponsored activities. See <https://msu.edu/together-we-will/faqs/> for lots of information about where to wear a mask and what the consequences are for failing to comply.

**LIST OF READINGS 2022**

1/12: Overview

* Cropanzano, R., Bowen, DE, Gilliland, WS (2007) The management of organizational justice. *Academy of Management Perspectives,* 301-48

1/17 NO CLASS MLK DAY

1/19: Fair outcomes

* Greenberg, J. (1988). Equity and workplace status: A field experiment.*Journal of Applied Psychology, 73*(4), 606-613.
* Greenberg, J. (1990). Employee theft as a reaction to underpayment inequity: The hidden cost of pay cuts.*Journal of Applied Psychology, 75*(5), 561.

1/24: Fair procedures

* Greenberg, J. (1994). Using socially fair treatment to promote acceptance of a work site smoking ban.*Journal of Applied Psychology, 79*(2), 288.

1/26: Fair treatment

* Porath, C.L., Pearson, C.M.. "[The Price of Incivility](http://explore.georgetown.edu/publications/index.cfm?Action=View&DocumentID=68238)." *Harvard Business Review* Jan/F (2013).
* Reknes, I., Glambek, M. & Einarsen, S.V. (2019). Injustice perceptions, workplace bullying and intention to leave. *Employee Relations: The International Journal, 43,* 1=13.

1/31: Fair Treatment

* Davis, L. (2018, March 12). The Tipping equation. *The New York Times*
* Rothgerber, H., Kaufling, K., Incorvati, C., Andrew, C.B. & Farmer, A. (2020). Is a reasonable woman different from a reasonable person? Gender differences in perceived sexual harassment, Sex Roles.

2/2: Motives

* Brockner, J. (2006). Why is it so hard to be fair? *Harvard Business Review,*
* Gajendran, R. Sherf, EN & Venkataramani, V. (2020). Why managers treat employees unfairly when they are overworked. HBR Ascend

2/7: Effects

* Ambrose, M., Seabright, M., & Schminke, M. (2002). [Sabotage in the workplace: The role of organizational injustice.](http://www.sciencedirect.com/science/article/pii/S0749597802000377)*Organizational Behavior and Human Decision Processes, 89*, 947-965.
* Brockner, J., DeCremer, D., van Dijke, M., DeSchutter, L., Holtz, B. & van Hiel, A. (2020). Factors affecting supervisors’ enactment of interpersonal fairness: The interactive relationship between their managers’ informational fairness and supervisors’ sense of power. *Journal of Organizational Behavior*, 1-14

2/9: People vary

* Rice, D. B., Taylor, R., & Forrester, J. K. (2020). The unwelcoming experience of abusive supervision and the impact of leader characteristics: Turning employees into poor organizational citizens and future quitters.*European Journal of Work and Organizational Psychology.*
* Varty, C.T., Barclay, L.J. & Brady, D.L. (2021). Beyond adherence to justice rules: How and when manager gender contributes to diminished legitimacy in the aftermath of unfair situations. *Journal of Organizational Behavior, 42*, 767-784

2/14 and 2/16: Legal

* Dunleavy, EM, Engelsted, L. & Morris, A. (2018). A primer on equal employment opportunity law and contemporary employment. *Oxford Handbook of Workplace Discrimination,* p253-263
* Hackney, KJ, Danmiels, SP, Paustain-Underdahl, SC Perrewe, PL & Mandeville, A. (2020). Examining the effects of perceived pregnancy discrimination on mother and baby health. *Journal of Applied Psychology*.
* Liptak, A. (2020, June 15). Civil rights law protects gay and transgender workers, Supreme Court Rules. *New York Times*.

2/21 No readings

2/23: Hiring practices

* Walker, H. J., Helmuth, C. A., Feild, H. S., & Bauer, T. N. (2015). Watch what you say: Job applicants’ justice perceptions from initial organizational correspondence. *Human Resource Management, 54*(6), 999-1011.

2/28 No readings (Library instruction)

3/2: Hiring practices

* Farmer, B. (2020, Jan 9). U-Hauls’ nicotine-free hiring rule reflects a trend that troubles workers’ advocates. NPR, (3:00 mins)
* Noble, S. M., Foster, L. L., & Craig, S. B. (2021). The procedural and interpersonal justice of automated application and resume screening.*International Journal of Selection and Assessment,*

3/7 and 3/9 SPRING BREAK

3/14: Reward and recognition

* Scheiber, N. (2018). If a law bars asking your past salary, does it help or hurt? *The New York Times*
* Hernandez, M., Avery, DR, Volpone, SD & Kaiser, CR (2019). Bargaining while Black: the role of race in salary negotiations. *Journal of Applied Psychology, 104*, 581-592.
* Dominus, S. (2020, February 23). The last taboo. *New York Times Magazine*.

3/16: Performance reviews

* Cappelli, P., & Tavis, A. (2016, 10). The performance management revolution. *Harvard Business Review,* 1.
* Golen, L., Gale, J. & Grant, A. Let’s not kill performance evaluations yet *Harvard Business Review.*

3/21: Firing and layoffs

* Richter, M, Konig, CJ, Geiger, M, Schieren, S, Lothschutz, J & Zobel, Y (2018). “just a little respect”: Effects of a layoff agent’s actions on employees’ reactions to a dismissal notification meeting. *Journal of Business Ethics, 153*, 741-761.

3/23 Customers

* Herschcovis, M.S. & Bhatnagar, N. (2017). When fellow customers behave badly: witness reactions to employee mistreatment by customers. *Journal of Applied Psychology, 102,* 1528-1544

3/28: When, where and how much

* Kodjak, A. (2016) Hassle of being a patient can turn into a crisis without sick leave. Podcast, Morning Edition, July 11.
* Scheiber, N. (2018). A find at Gap: Steady hours can help workers and profits. *The New York Times*

3/30: Behavior at work

* Ravid, D.M., Tomczak, D.L., White, J.C. & Behrend, T.S. (2019). EPM 20/20: A review, framework and research agenda for electronic performance monitoring. *Journal of Management.*
* Gelles, D. (2018). Memo from the boss: You’re a vegetarian now. *The New York Times*
* Ueno, H. & Victor, D. (2019). Japanese women want a law against mandatory heels at work, *New York Times*, June 4.
* Akala, A. (2020). Let them grow beards: UPS relaxes rules on drivers’ facial hair. <https://www.npr.org/2020/11/11/933950474/let-them-grow-beards-ups-relaxes-rules-on-drivers-facial-hair>

4/4: Non-work behavior

* Appleby, J. (June 24, 2015). When does workplace wellness become coercive? Shots, NPR.
* Hyman, D. (July 27, 2019). Where legal, pot still closes door to hiring. *New York Times.*

4/6: Accommodations

* Runyon, L. (Jan 14, 2016) Dispute over prayer breaks divides Muslim meatpacking workers. All Things Considered podcast
* Noguchi, Y. (Sept 22 2015). What’s that smell?! When workplaces try fragrance bans. Morning Edition podcast
* Kurtz, A (2016). When the pilot is a new mom: accommodating new motherhood at 30,000 feet *New York Times*.

4/11: Preferences

* (May 6, 2013). How favoritism is driving minority employment. Talk of the Nation, podcast.
* Zarya, V. (2015). Why is the “Rooney Rule” suddenly tech’s answer to hiring more women? *Fortune,* August 10.
* Derfler-Rozin, R., Sherf, E.N. & Chen, G. (2021). To be or not to be consistent? The role of friendship and group-targeted perspective in managers’ allocation decisions. *Journal of Organizational Behavior, 42,* 814-833.

4/13: Restorative and retributive

* Liang, L. H., Coulombe, C., Brown, D. J., Lian, H., Hanig, S., Ferris, D. L., & Keeping, L. M. (2021, July 22). Can Two Wrongs Make a Right? The Buffering Effect of Retaliation on Subordinate Well-Being Following Abusive Supervision. *Journal of Occupational Health Psychology*. Advance online publication. http://dx.doi.org/10.1037/ocp0000291
* Cao, W., van der Wal, Reine C., & Taris, T. W. (2021). When work relationships matter: Interpersonal forgiveness and work outcomes.*International Journal of Stress Management,*

4/18: Address: systems

* Rubino, C., Avery, DR, McKay, PF, et al. (2017). And justice for all: how organizational justice climate deters sexual harassment. Personnel Psychology, 1-26.

4/20: Address: training

* Richter, M., Konig, C.J., Koppermann, C. & Schilling, M. (2016). Displaying fairness while delivering bad news: testing the effectiveness of organizational bad news training in the layoff context. *Journal of Applied Psychology, 101,* 779-792.
* Greenberg, J. (2006). [Losing sleep over organizational injustice: Attenuating insomniac reactions to underpayment inequity with supervisory training in interactional justice.](http://psycnet.apa.org/journals/apl/91/1/58/) *Journal of Applied Psychology, 91*, 58-69.

4/25: Address: third parties

* Mitchell, M.S., Vogel, R.M & Folger, R (2015). Third parties’ reactions to the abusive supervision of coworkers*. Journal of Applied Psychology, 100*, 1040-1055.
* Ashburn-Nardo, L., Lindsey, A., Morris, K.A & Goodwin, SA (2019). Who is responsible for confronting prejudice? The role of perceived and conferred authority. *Journal of Business Psychology*.

4/27: Emerging issues

* Yankov, G.P., Wexler, b., Haidac, S., Kumar, S., Zheng, J. & Li, A. (2020). *Algorithmic Justice*, SIOP White Paper.
* Dworskin, E. (2020, October 20) Americans might never come back to the office, and Twitter is leading the charge. *The Washington Post*
* Yuan, Z., Cockburn, B. S., Astrove, S. L., & Buis, B. C. (2021). Sacrificing heroes or suffering victims? Investigating third parties’ reactions to divergent social accounts of essential employees in the COVID-19 pandemic. Journal of Applied Psychology, 106(10), 1435–1447. [https://doi.org/10.1037/apl0000981](https://psycnet.apa.org/doi/10.1037/apl0000981)

**ROADMAP \*\* Subject to change if we continue in remote mode**

**Abbreviations: DP – Discussion post; RS – reading summary; LA—learning activity;**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module** | **Date** | **Topic** | **Assignments (Exact Due times are on D2L)** | **Readings** | **Videos to Watch/Audio to listen** | **Class Meeting Focus** |
| 1. Overview
 | Jan 10 | Overview: What is Fairness? | DP: introReview getting started module on D2L | ---- | ----- | Overview of course; **Meet via Zoom** |
|  | Jan 12 | What is organizational justice? | ---------- | Cropanzano et al. 2007 | ---- | Discussion on how to read research articles, fundamental concepts, ethics. **Meet via Zoom** |
|  | Jan 17 | ---- | ----- | ----- | ---------- | MLK DAY NO CLASS |
| 1. Fundamental concepts
 | Jan 19 | What are fair outcomes? | DP: ComparatorsLA: Salary comparison RS: Greenberg 88RS: Greenberg 90 | Greenberg 1988Greenberg 1990 | Distributive justice (18:49)Social comparison (11:54)Chimp (2:54)Demotivators(5.53) | No meeting |
|  | Jan 24 | What are fair procedures? What is informational justice? | RS: Greenberg 94DP: Fair process | Greenberg 1994  | PJ& IJ (16.36)Fair process effects (5:51) | **MEET ON ZOOM**Guest speaker: TBDDiscuss Fair process effectsLA : procedural justice |
| **Module** | **Date** | **Topic** | **Assignments** | **Readings** | **Videos to Watch** | **Class Meeting** |
|  | Jan 26 | What is fair and respectful treatment of others? | DP: incivility/free speechRS: Reknes et al | Porath & Pearson, 2013Reknes et al. 2019 | Incivility & bullying (6:32)Effects of incivility (8:34)Abusive Supervision (6:54) | No meeting |
|  | Jan 31 | Fair treatment continued | RS: RothgerberSurvey on topic preference for policy analysis | Rothgerber et al. 2020Davis 2018 | Harassment (7:44)Legal issues in harassment (7:40) | Back to in person in Bessey 305Discussion on how to write lit reviewLA: incivilityInfo on Quiz format |
| 1. Advanced concepts
 | Feb 2 | Why do people act fairly or unfairly? | ------ | Brockner 2006Gajendron, Sherf, Venkataramni 2020 | Counterfactuals (3:40) | Quiz on module 1 and 2 (group)LA: 3 modelsThe why of fairness |
|  | Feb 7 | What are the effects of fairness or unfairness on employees? | RS: AmbroseRS: Brockner et al.Topic preference for legal infographic | Ambrose et al. 2002Brockner et al 2020 | Effects (13.45) | Psychological contractsDiscuss MSU Psy contractsBegin Policy analysis work |
| **Module** | **Date** | **Topic** | **Assignments Due** | **Readings** | **Videos to Watch** | **Class Meeting** |
|  | Feb 9 | Why do people differ in what they see as fair?  | RS: Rice et al. RS: Varty et alTopic for lit review | Rice et al 2020Varty et al 2021 | Moderators (11:59)Culture & Justice (9:53)Justice Judgements (1:31) | Discussion of readings and questions on moderatorsPolicy analysis groupwork |
|  | Feb 14 | Applying concepts to policies | Policy analysis presentation | ------- | ------------ | Policy analysis presenting and discussion |
|  | Feb 16 | How do legal definitions of fairness connect to psychological ones? | RS: Hackney | Hackney et al. 2020Dunleavy et al. 2018 | Fairness and the law (16:24) | Group work on infographic |
|  | Feb 21 | Emerging legal issues | Infographic | Liptak 2020 | Genetic discrimination (4:15) | Group work on infographicDiscuss recent legal issues in employment contexts |
| 1. Fairness and organizational systems
 | Feb 23 | What determines views of the fairness of hiring practices? | LA: CR survey RS: Walker | Walker et al 2015 |  --------- | Quiz on module 3 (group)Discuss Criminal records in hiring |
|  |  |  |  |  |  |  |
| **Module** | **Date** | **Topic** | **Assignments Due** | **Readings** | **Videos to Watch** | **Class Meeting** |
|  | Feb 28 | What is affected by the fairness of hiring practices? | LA: FSO RS: Noble | Farmer 2020 (3:00)Noble et al 2021 | Personality assessment (10:31) | Guest speaker: Dr. Juliya Golubovich, IndeedLA on FSO Discuss technology and hiring |
|  | March 2 | How to do literature search | ------ | ----------- | This could be a good time to look at videos and other info under the lit review folder | MEET ONLINEGuest instructor, Andrew Petersen,library search  |
|  | Mar 7 & Mar 9 | SPRING BREAK |  |  |  |  |  |
|  | Mar 14 | What is affected by the fairness of reward and recognition systems? | RS: HernandezDP: Transparency | Scheiber 2018Dominus 2020Hernandez et al 2019  | Pay equity (15:01) | LA: Negotiation activity Discuss pay transparency |
|  | Mar 16 | What about the fairness of performance reviews? | Annotated reference listDP: Performance reviews  | Capelli & Travis 2016Goler, Gale & Grant | Two clips on performance review value (3:20 and 1:40) | How to outline; activity on outliningLA: types of performance reviewsDiscussion performance reviews |
|  |  |  |  |  |  |  |
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|  | Mar 21 | What about the fairness of layoffs and firing? | RS: Richter | Richter et al. 2018 | Layoffs (12:08)Who should be laid off (8:13)Layoffs during pandemic (8:06) | LA: Layoff activity Discuss terminationsLA: Termination |
|  | Mar 23 | What about customer interactions and fairness? | RS: HerschcovisDP: Mistreatment | Herchcovis & Bhatnagar 2017 | ------------ | Writing hook activityDiscussion Mistreatment by customers |
| 1. Fairness and workplace policies
 | Mar 28 | What makes policies on when, where and how much we work seem fair or unfair? | Work on your outline! | Kodjak 2016(6:12)Scheiber 2018 | When and how we work (15:08)Unlimited vacation (2:05) | Writing activity on integrating literatureDiscussion on place of work  |
|  | Mar 30 | What makes policies on behavior at work seem fair or unfair? | Outline  | Ravid et al.2019Gelles 2018Ueno & Victor 2019Akala 2020 | ----------- | Discussion of policies on behavior at workLA: Monitoring |
|  |  |  |  |  |  |  |
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|  | April 4 | What are views on the fairness of policies regarding non-work behavior? | DP nonwork behaviorWork on your paper! | Hyman 2019Appleby 2015 | Wellness (6:06)Short news videos on being fired for outside work conduct | Guest speaker, TBDLA on wellness Discussion non-work policies |
|  | April 6 | When are accommodations or exceptions to policies seen as fair or unfair? | Work on your paper! | Runyon 2016 (3:54 mins)Noguchi 2015 (3:49)Kurtz 2016 | ----------- | Discuss accommodationsLA on Accommodation  |
|  | April 11 | When are preferences seen as fair or unfair? | RS: Derfler – RozinLA: Preferences survey | Favoritism podcast 2013 (16 mins)Zarya 2015Derfler-Rozin et al 2021 | Preferences (20:44) | One-on-one consultations on paperNo group meeting—work on paper! |
| 1. Addressing unfairness
 | Apr 13 | What is restorative and retributive justice? | RS: Liang et alDP: Forgiveness | Liang et al 2021Cao et al 2021 | Retribution & Compensation (12:09)Entitlement (4:07) | LA: apologies Discussion forgiveness and restorative justiceLast minute paper questions |
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| **Module** | **Date** | **Topic** | **Assignments Due** | **Readings** | **Videos to Watch** | **Class Meeting** |
|  | Apr 18 | How can we use organizational systems to address unfairness? | **Literature review due** | Rubino et al 2017 | Alternative Dispute Resolution Processes (9:21)Arbitration at Uber (5:00)Justice Climate (5:40) | No meeting – use the extra time to finish paper! |
|  | Apr 20 | How can we use training to addressing unfairness?  | RS: RichterRS: Greenberg 2006 | Richter et al 2016Greenberg 2006 | --------- | Guest lecturer: Jo AlanisLA: training |
|  | Apr 25 | How can third parties address unfairness?  | RS: MitchellRS: Ashburn-Nardo | Mitchell et al 2015Ashburn-Nardo et al.2019 | -------- | Guest speaker: TBDDiscuss 3rd party interventionsLA corporate statements  |
| 1. Fairness: current and emerging issues
 | Apr 27 | What are emerging fairness issues in workplaces? | RS: Yuan et al 2021 | Yankov et al. 2020Dworskin 2020Yuan et al 2021 | Fairness & Pandemic (17:53)Remote Work (1:32) | No meeting |
|  | May 2 at 12:45PM |  |  |  |  | Optional quiz on Module 6 |